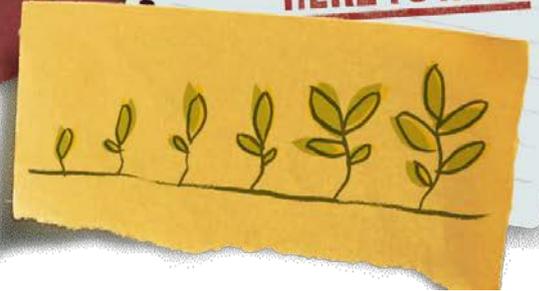




**STRONG &  
CONFIDENT**  
**HERE TO HELP**



# Assessment and Analysis Facilitator Guide

Assessment Project  
Learning and Development  
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## Facilitator Information

### Background

The *Assessment and Analysis* module is part of a collection of practice sessions developed to support the implementation of the single assessment framework and recording tool. Good assessment matters. It is key to effective interventions and improving outcomes for children and young people.

The elements of quality social work assessment are as follows:

- Child centred and young person focused
- Is timely and has a purpose
- Uses full information
- Is free from bias
- Includes careful analysis
- Is recorded clearly in a useful manner

This session takes practitioners through the process of assessment ensuring that the elements of quality social work assessment are evidenced in each part of the assessment.

### Environment

**Welcoming Atmosphere** - To create a warm and friendly ambience as people enter, music can be playing in the background, name tags available near the door and facilitators should greet participants as they arrive. Encourage participants to introduce themselves to each other as they enter.

**Room Arrangement** - The best arrangement is a circle or semicircle of chairs with a minimum of tables between presenters and participants. This allows good eye contact among participants, and creates a space in the room for interaction.

### Facilitation Preparation

This is intended as a flexible resource which can be used by Practice Leaders and Supervisors with individual practitioners, with teams and with larger groups.

Practice sessions are designed to be used so that practitioners can take pieces of learning, practise skills and when they are ready, use them with the families they are working with. Systematic and deliberate reflection is built into each activity.

The use of a learning log is suggested. Practitioners keep a record of their on-going learning and reflections and bring things they have noted to supervision sessions. Each practitioner should have Kolb's learning cycle (<http://cyf-practice-centre.ssi.govt.nz/documents/knowledge-base-practice-frameworks/supervision/pf-sup-resource-kolbs.pdf>) and Tony Morrison's question set as useful prompts for reflection but could use a variety of modes (journaling, visual recording) to complete the reflections.

Supervisors or Practice Leaders will need to adapt the learning so that new practitioners for example have more input to support their reflections but more experienced staff are able to use these reflective processes on their own or with peers.

The opportunity to set up buddying and mentoring relationships, peer learning and support groups within and across teams and sites is a useful adjunct to supporting on-going learning. These arrangements can be formal or informal but participation should be formally noted and tied to performance development.

Practice learning sessions are best facilitated using appreciative inquiry methods. In particular, take care to maintain a safe learning environment. One of the best ways to do this is for the facilitator to

model reflective practice in front of practitioners. Asking for feedback, making reflection processes explicit and acknowledging when things could have worked better are very powerful behaviours.

Supervisors who routinely ask staff to give them feedback on their own performance are more likely to have staff who reflect on their work with families in a way that leads to continuous improvement.

Recommended reading prior to the workshop is:

- Salomen, N. and Sturmfels, D. (2011). Making the most of child and family assessment in child protection. *Social Work Now*, 47 (April), 3 – 9.
- Crawford, J. (2011). Bringing it together: Assessing parenting capacity in the child protection context, *Social Work Now*, 47 (April), 18 - 25
- Wood, D. (2009). Strengths-based approach to youth justice utilising the group consult tool. *Social Work Now*, 42 (April), 30 - 36
- Munro, E. (2008). Improving reasoning in supervision. *Social Work Now*, 40 (August), 3 - 10

Provide the following as handouts in the session

- Elements of Quality Assessment
- Practice Principles that underpin the assessment framework

## Learning Objectives

**By the end of this workshop participants will:**

- have gain a common understanding of assessment
- be able to discuss the process of assessment
- be able to locate analysis in the assessment process
- have a working knowledge of the elements of quality assessment
- have a working knowledge of how analysis assists effective decision making.

## Learner Outcomes

**Practitioners will demonstrate ongoing learning when they can:**

- gather information with a purpose
- understand and use all the elements of quality assessment in their practice
- test their assumptions using their analytical skills.

## References

Crawford, J. (2011). Bringing it together: Assessing parenting capacity in the child protection context, *Social Work Now*, 47 (April), 18 - 25

Department of Human Services State of Victoria (2009) *Leading Practice – A resource guide for Child Protection frontline and middle managers*

Milner, J. and O'Byrne, P. (2009) *Assessment in Social Work* (3<sup>rd</sup> edn.) Basingstoke: Palgrave

Munro, E. (2008). Improving reasoning in supervision. *Social Work Now*, 40 (August), 3 - 10

Parker, J and Bradley, G (2003) *Social Work Practice: Assessment, Planning, Intervention and Review*. Exeter: Learning Matters

Salomen, N. and Sturmfels, D. (2011). Making the most of child and family assessment in child protection. *Social Work Now*, 47 (April), 3 – 9.

Wood, D. (2009). Strengths-based approach to youth justice utilising the group consult tool. *Social Work Now*, 42 (April), 30 - 36

# Session Plan

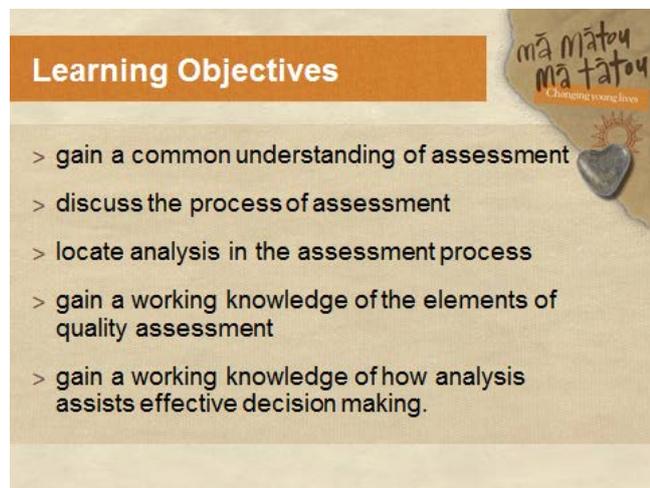
## Power points slides and notes



### Facilitator notes:

In this practice session we will focus on assessment and analysis in the context of Child, Youth and Family.

This module is part of a collection of practice sessions developed to support the implementation of the single assessment framework and recording tool. Good assessment matters. It is key to effective interventions and improving outcomes for children and young people

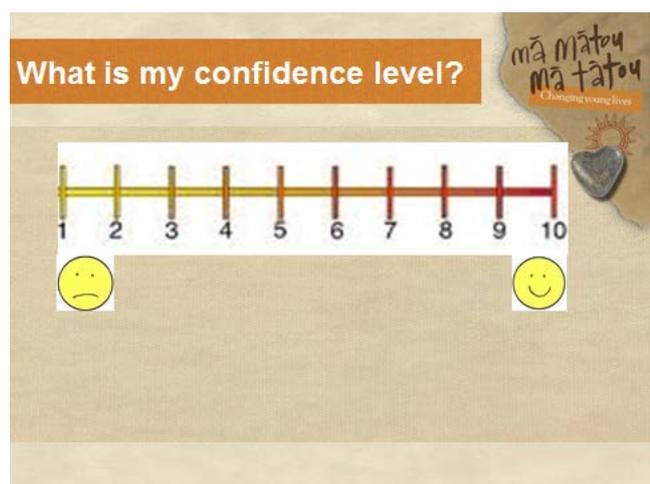


### Facilitator notes:

Use this power point slide to highlight the objectives of the workshop.

Distribute the 2 handouts:

- Elements of Quality Assessment
- Practice Principles *that underpin the assessment framework*



### Facilitator notes:

What is my confidence level about completing quality assessments?

On a scale where:

1 = not sure where to start and

10 = all my assessment practice meets the elements of quality

Ask practitioners to rank themselves. You can do this by asking them to place themselves on a "virtual" continuum, raise hands, or note just for themselves.

## Power points slides and notes

### Brainstorm

What is assessment?

When does it happen?

What would I see when it is done well?

#### Facilitator notes:

#### Activity:

Lead a discussion using these questions

Note the responses on butcher paper or white board.

Encourage practitioners to be as specific as possible.

Relate back to the *Elements of Quality Assessment* handout.

### Assessment

- > is a **collaborative** process of **understanding** the needs, issues, challenges and strengths for the child or young person and their family
- > seeks to identify possible **solutions**, determine what needs to be **achieved** and what **progress and success** might look like
- > is both the initial process of our work and an **on-going process** of noticing and monitoring change and progress
- > enables people to gain a **fresh perspective** or **insight** into their situation and offers **hope**.

#### Facilitator notes:

This slide outlines the purpose of assessment. Take practitioners through the statements and relate it to the brainstorming session.

### Practice Activity

#### Assessment

collaborative process of understanding the needs, issues, challenges and strengths for the child or young person and their family

identify possible solutions, determine what needs to be achieved and what progress and success might look like

both the initial process of our work and an on-going process of noticing and monitoring change and progress

enables people to gain a fresh perspective or insight into their situation and offers hope

When done well what does this look like for:

the child or young person?

their family and/or caregivers?

other professionals?

#### Activity:

Depending on the number of practitioners you are working with, this activity can be completed by dividing into small groups.

Allocate one statement to each group and discuss the question.

When groups have completed their discussion, bring them back and ask each group to provide feedback from their discussion.

## Power points slides and notes

### Quality assessment

- > requires a **relationship** with the child or young person and the important people in their lives – family/whanau, caregivers, other professionals
- > involves the **systematic and purposeful** gathering of information
- > the use of **critical, analytical and reflective** thinking to make sense of that information
- > requires the **application of theory, knowledge and skill** to the specific and unique circumstances of each child or young person



#### Facilitator notes:

This slide outlines some of the elements of quality assessment – relate it back to the previous practice activity.

Relationship - we need to be ensure that we understand who the important people are from a child or young person's perspective as well as our own.

### Process of assessment



#### Facilitator note:

Talk through the power point slide. Right click the computer mouse to bring up each part of the diagram.

**The centre of the diagram** is the process of assessment.

- Preparing for an assessment.
- Gathering information from a variety of sources, in a variety of ways.
- Applying your professional knowledge to understand and interpret the information gathered (analysis)
- Making a professional judgement, supported by supervision and case consult.
- Making a decision which reduces risk and builds safety and wellbeing for the child and young person.

These are shown in a list but they do not necessarily occur in a strict sequential way.

**The next layer** represents the safety organised practice elements which are at the heart of the signs of safety approach developed by Andrew Turnell and Steve Edwards.

It is a holistic approach to collaborative teamwork in child protection that seeks to build and strengthen partnership with the children, young people and families we work with. There is a separate practice session, Safety Organised Practice which takes practitioners through these in more detail.

**The outer layer** are the key values or practice principles in our practice framework – these guide our social work practice in Child, Youth and Family.

Refer to the *Practice Principles* handout

## Power points slides and notes

**Practice Activity**

How do you demonstrate the safety organised elements and practice principles in your assessment practice?

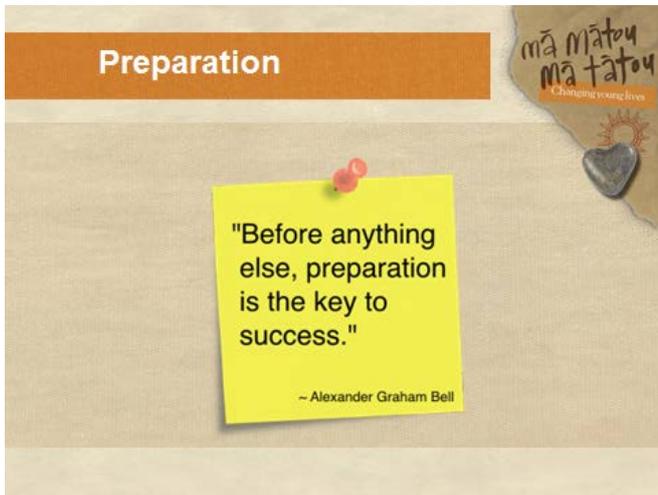
### Activity:

Lead a discussion about the diagram using the question on the slide.

Encourage practitioners to be as specific as possible with examples from their work.

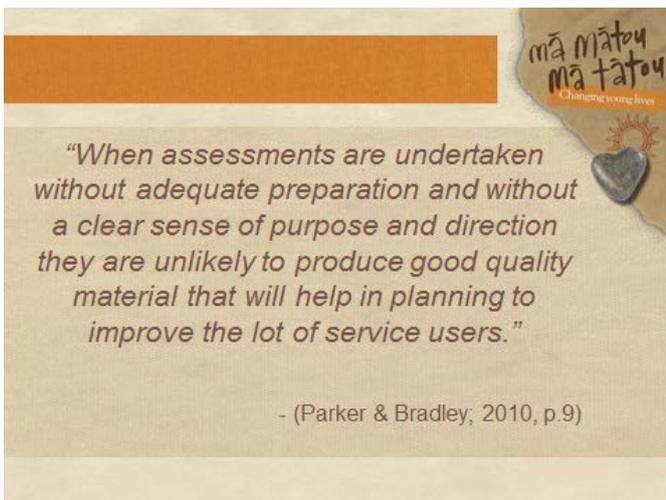
Refer to the *Practice Principles* handout and the Practice Session on *Safety organised Practice*.

## Preparation



### Facilitator note:

Now we are looking at each phase in more detail beginning with preparation.



### Facilitator note:

Assessment begins from the moment we start to think about how to engage with a child, young person and their family.

Your preparation and planning is essential to a good assessment.

## Preparation



### Facilitator note:

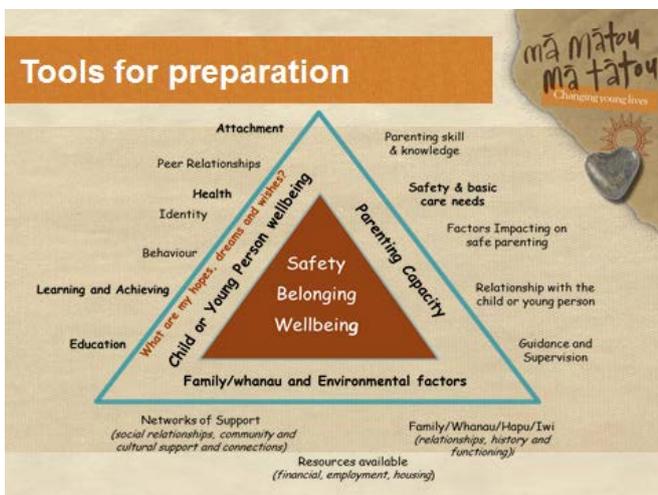
As well as the kete of tools we all hold, there are organisationally mandated practice tools available to us.

The consult can be used in a variety of ways, including as a way to understand a new case and the direction it needs to take, or as a way to plan your assessment.

The initial information we collect often provides us with the dangers and/or risks that exist for a child or young person, however we also need to articulate what it is about those dangers and risks that we are worried about for the child or young person.

It is useful to think about the information needed, about where and how that information is best obtained.

This discussion can be used to emphasise the importance of having a recorded assessment plan and what needs to be in that plan.



### Facilitator note:

The assessment triangle is being revised – this is an early indication of what it will look like.

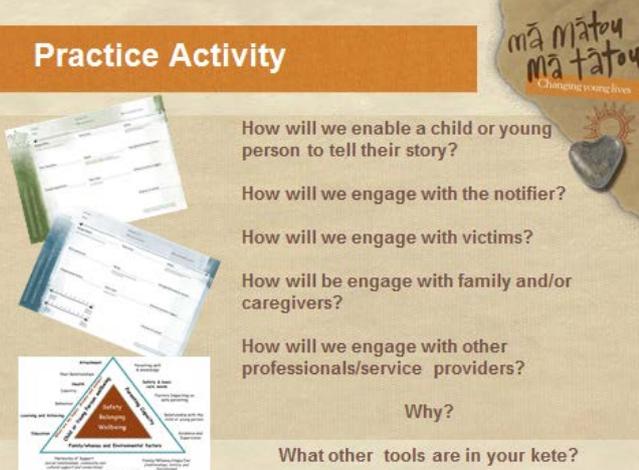
As a preparation tool it can be used to clarify what information will help us understand the child or young person and their whānau.

Good assessment requires careful analysis of the inter-relationship between the risks, needs and protective factors in the child or young person's life across all three sides of the triangle.

It is important that equal attention is given to all domains – our own and international practice reviews have shown that this does not always happen.

## Preparation

**Practice Activity**



How will we enable a child or young person to tell their story?

How will we engage with the notifier?

How will we engage with victims?

How will we engage with family and/or caregivers?

How will we engage with other professionals/service providers?

Why?

What other tools are in your kete?

*mā mātou mā tātou*  
Changing young lives



### Facilitator note:

Select a recent case that has come into the site and lead a discussion with practitioners using the consult tools and the assessment triangle as a framework for information gathering.

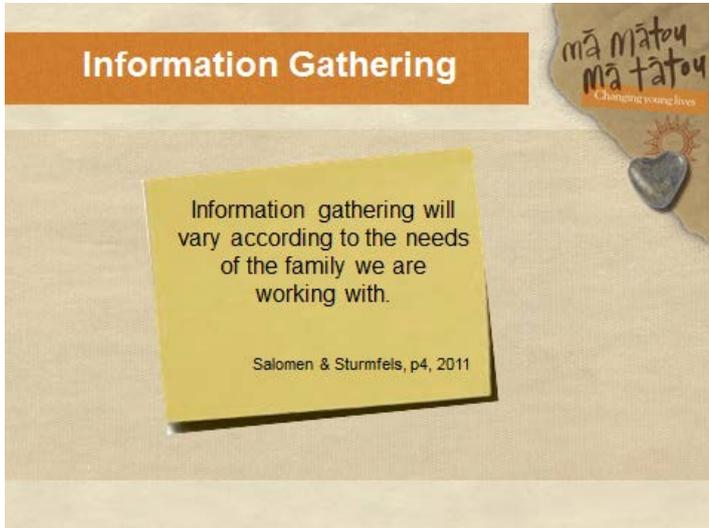
During this session, ask questions around the following:

- How will we enable a child or young person to tell their story?
- How will we engage with the notifier - why?
- How will we engage with the victims -why?
- How will we engage with family, and/or caregivers?
- How will we engage with other professionals/service providers?

Provide space and time to explore what other tools social workers use.

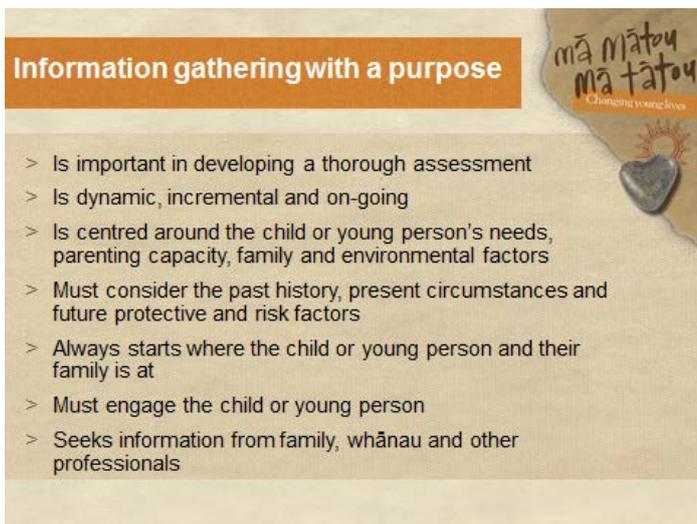
## Power points slides and notes

### Information gathering



**Facilitator note:**

We are now looking at information gathering



**Facilitator notes:**

Go through the key points on the power point slide.

If needed remind practitioners that:

- the notifier is also an important information source – go back to the notifier, they may well hold additional information
- Where appropriate the victim ( in YJ cases) may also hold important information.

By being responsive and inclusive to notifiers victims and our professional partners we send a message to the whole community that it is we and all of us together (*Ma matou Ma tatou*)

## Power points slides and notes

### Information gathering

#### Discussion

*“Human relationships are complex and often value-laden. The values and preconceived notions a social worker brings to relationships with their clients can impact on the outcomes. If a person’s values allows them to make judgement that people are ‘bad for what they have done’ and incapable of change, this obstructs a respectful helping relationship before it has begun.”*

- (Salomen & Sturmfels, April 2011, p.5)

#### Facilitator note:

To complete the section on information gathering it is important that there is a discussion about building relationships.

Read out the quote and lead a discussion;

- how do our own values impact on our practice and the nature of the relationships we form?
- how can we stay aware of our own values and the way they impact on our practice?

## Analysis

**Analysis**

Applying your professional knowledge to understand and interpret the information that was gathered.

Your analysis

Analysis is the process of thinking through the connection and interrelations between individual 'bits of information' (be they fact, values, opinions, possibilities, predictions or whatever).

- Allen, 2008

The slide features a light brown background with a small graphic in the top right corner that says 'mā mātou mā tātou Changing young lives' and a heart-shaped object. A yellow sticky note is placed over the bottom right of the slide.

### Facilitator note:

We are now moving into the analysis component.

**A model of knowledge and skills as a lens for analysis**

Reasoning skills

Formal knowledge

Emotional wisdom

Practice wisdom

Values

Munro's model: Munro, 2005 reproduced and adapted in Dalzell and Sawyer, 2008, p.15

The slide features a light brown background with a small graphic in the top right corner that says 'mā mātou mā tātou Changing young lives' and a heart-shaped object. A 3D pie chart is centered on the slide, divided into five colored segments: blue (Reasoning skills), light blue (Formal knowledge), purple (Emotional wisdom), green (Practice wisdom), and red (Values).

### Facilitator note:

So what does it mean to be thinking analytically?

In her book *Effective Child Protection*, Munro (2002) deconstructed expertise into the categories of knowledge and skills that practitioners use in their practice of assessment. These are:

- Formal learning – laws, policies and procedures and theories, empirical research, evidence drawn from training and reading
- Practice wisdom – folk psychology, social norms, cultural diversity, a combination of everyday skills and wisdom with skills drawn from training and practice experience
- Values – all practice takes place in an ethical framework including, for example, consideration of the balance of rights and needs and awareness of discrimination in all its forms
- Emotional Wisdom – awareness of the emotional impact of work on oneself and others and the ability to deal with this and use it as a source of understanding about behaviour of children, families, self and other professionals
- Reasoning skills – ability to critically reflect on one's practice and reason from a basis of experience and knowledge. Ability to understand the balance between intuition and analysis in one's own decisions.

## Analysis

**Practice Activity**

What would the child or young person experience?

What would other professionals experience?



mā mātou  
mā tātou  
Changing young lives

**Facilitator note:**

Working in small groups, each take one component each of Munro's model. The task is to unpack the selected component using the questions on the power point slide.

Think about how this could be done in a creative way – the group might create a graphic presentation, act a role play

Post graphics on the wall to remind staff of the different aspects they will need to think about when analysing information.

**Analysis supports decision making**

**Thinking...**

**Taking a good look**

**Putting the pieces together**

**Making sense of it all**






mā mātou  
mā tātou  
Changing young lives

**Facilitator note:**

Analysis supports decision making by having you:

- think through all the information that was gathered
- take a closer look at the information that was gathered
- put all the pieces together, and
- make sense of it all.

In doing this, you will be exploring other hypotheses and testing out your assumptions with others. This testing of assumptions can be done in supervision, with other peers or professionals and during a case consult.

**Practice Activity**

- what assumptions did you make and what evidence was there to support them?
- what is the inter-relationship between the risks, needs, strengths and protective factors?
- what links are there between the recorded assessment, abuse findings, plans for intervention and case direction decisions?
- what knowledge and skills did you use to inform your decision?

mā mātou  
mā tātou  
Changing young lives

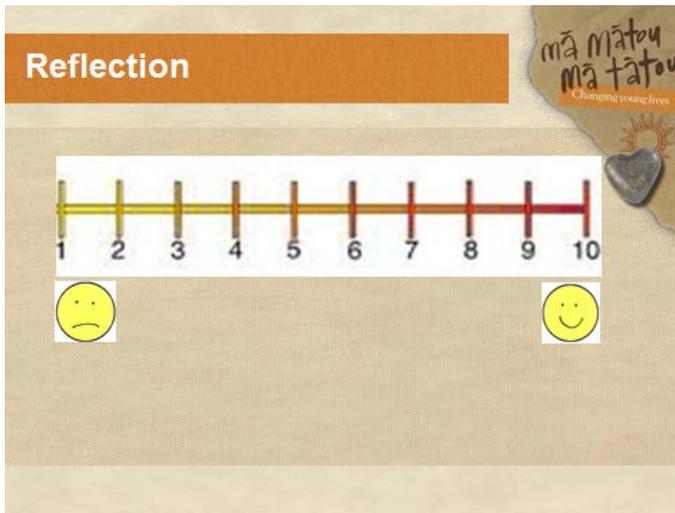
**Facilitator note:**

Break into pairs and using a recent piece of work explore these questions

At the completion, ask the pairs to present any surprises, thoughts, light bulb moments from their discussion.

Now lead a discussion - who do I need to share the assessment with (child or young person, family members, other professionals) and how do I best do that?

## Analysis



### Facilitator note:

Lead a reflection session. Ask practitioners to scale themselves again. (as per earlier slide)

What would it take to embed new learning into my assessment practice?

What would I need?

What resources exist with the team?

You can use this time to put a plan together with your staff on how they can continue to share knowledge around assessment.